**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4** | | | **Date(s)**: |
| **Unit Title:** Understand Place Value for Multi-Digit Whole Numbers | | | | **Corresponding Unit Task: Task 3** | | |
| **Essential Question(s):** Why is place value important to rounding multi-digit whole numbers? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**   * **Digit cards** * **Wipe boards** | | | **Rounding** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: *4.NBT.3* -** *Use place value understanding to round multi-digit whole numbers to any place.* | | | | | |
| **I Can Statement(s):**   * **I can identify the digit and place that is being rounded.** * **I can identify the digit and place that determines which direction to round.** * **I can round a multi-digit number to any place.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teach students “The Rounding Rap – Keep It Low”. | | | | | |
| **Teacher Directed: (15 – 20 mins)**  Teacher will go over the key vocabulary for the lesson (power point presentation). Students will use a Frayer model (or other graphic organizer) for each vocabulary word which will be recorded in their math journal. Use a bubble map and have students discuss and generate other words that mean the same as ‘rounding”. Complete a class bubble map. Using a hill or roller coaster scenario, model for students how to use a picture to determine where to round a digit to. Emphasize that there are only two options when deciding what to round to. Model 3 or 4 different places using the same number. Students will record the information in their journal. | | | | | |
| **Guided Practice: (20 – 25 mins)**  Each student will be given a digit card (0 – 9). Call upon students to come to the front of the room and create a number (can be specific or random). Call out a place that will be rounded (hundreds). Ask students at their desks who is in that place, then have them say the digit. Using wipe boards, have students write down (and show their picture) the rounded/ estimated number. Repeat this activity several times.  Using their digit cards, have students create a number (teacher determines the number of digits). Ask 1 student to write their number on the board. Select a student to roll a multi-colored die. The color rolled determines the place to be rounded. (red = ones, orange = tens, yellow = hundreds, green = thousands, blue = ten thousands, purple = millions). Students write the rounded number on wipe-boards. Call on 4 – 5 students to share their number and roll die. | | | | | |
| **Independent Practice: (10 – 15 mins)**  “Milling to the Music”. When music is playing, students walk around the room. When music stops, students freeze and look at the board. Display a number on the board. Roll the die to determine which place is being rounded. Students write the rounded number on their wipe board. Do 4 – 5 numbers. | | | | | |
| **Closing/Summarizing Strategy: (up to 5 mins)**   * Ticket Out the Door – round this number to the nearest 100 | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| 1. Rounding Math-Up 2. Rounding Scavenger Hunt | | | 1. Rounding Match-Up 2. Destination Math | | |  |
| **Assessment(s): (up to 5 minutes)**  Answer 3 rounding questions | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |